Psychology Terminologies

Survey of Psychology (University of Hawai‘i at Mānoa)

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Psy 100/Concept Clusters 2
BEHAVIORAL (Chapter 6)

- **IVAN PAVLOV** - (classical/operant conditioning) Russian psychologist
    - **CLASSICAL CONDITIONING** - process by which we learn to associate stimulant and anticipate events
    - **REFLEX** - motor or neural reaction to a specific stimulus in the environment ; UNCONSCIOUS RESPONSE to stimulus
    - **UNCONDITIONED STIMULUS (UCS)** - reflexive response in an organism
    - **UNCONDITIONED RESPONSE (UCR)** - natural unlearned reaction to stimulus
    - **CONDITIONED STIMULUS (CS)** - response after repeatedly paired with UCS
    - **CONDITIONED RESPONSE (CR)** - automatic response by training stimuli
- **JOHN WATSON** - father of behaviorism
    - Influenced by Pavlov's work: human behavior is primarily the result of conditioned responses (automatic response)
    - **LEARNING** - a relatively permanent change in behavior or knowledge that results from experience; involves acquiring knowledge and skills through experience
    - **BEHAVIORISM** - focuses on observing and controlling behavior
        - Behaviorists believed that the proper subject matter of psychology ought to be observable behavior and not the subjective unconsciousness, i*f it cannot be seen, it cannot be studied.*
        - **BEHAVIORAL PSYCHOLOGY** - study of the connection between behavior and the mind. All behaviors are acquired through conditioning, which occurs through interaction with the environment.
    - **REINFORCEMENT** - strengthening behavior; strengthens to repeat response
        - **NEGATIVE** - strengthens by stopping/avoiding negative outcome
        - **POSITIVE** - addition of reinforcement following a positive outcome
    - **EXTINCTION** - decrease in the CR when the UCS is no longer presented with the CS; CR doesn't respond, behavior gradually stops
- **B.F. SKINNER** - behaviorist, concentrated on how behavior was affected by consequences; spoke of reinforcement and punishment as major factors in driving behavior
    - **OPERANT CONDITIONING** - method of learning that occurs through rewards and punishments for behavior
    - **PRIMARY REINFORCER** - (biological) aids in survival (food, water, air, sex)
    - **SECONDARY REINFORCER** - no inherent value, only has reinforcing abilities when linked with primary reinforcer (e.g., money, grades)
    - **POSITIVE REINFORCEMENT** - adding something to increase the likelihood of behavior
    - **NEGATIVE REINFORCEMENT** - removing something to increase the likelihood of behavior
    - **INTRINSIC REINFORCER** - internal satisfaction/motivation; personal feelings rather than external rewards
    - **EXTRINSIC REINFORCER** - outside demand; motivation arises from rewards (reward-driven behavior)
    - **CONTINUOUS REINFORCEMENT** - rewarding a behavior everytime it occurs
    - **INTERMITTENT REINFORCEMENT** - (partial) rewarding behavior sometimes

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    - **SCHEDULES OF REINFORCEMENT** - time/number of rewards required
    - **PUNISHMENT** - reduces the likelihood that a behavior will occur again
        - **POSITIVE PUNISHMENT** - adding something that makes the behavior less likely to continue or reoccur
        - **NEGATIVE PUNISHMENT** - removing something that makes the behavior less likely to continue or reoccur
    - **SHAPING** - selectively rewarding successive approximations of a target behavior (step-by-step)
    - **SKINNER BOX** - a chamber that isolates the subject from the external environment and has a behavior indicator such as a lever or a button
- **EDWARD TOLMAN** - found that rats use cognitive maps to navigate through a maze
    - **BEHAVIOR MODIFICATION** - a treatment approach, replaces undesirable behavior with more desirable ones through positive or negative reinforcement
        - **TOKEN ECONOMY** - increases appropriate social behavior and reduced inappropriate behaviors
    - **LATENT LEARNING** - learning that occurs but is not observable in behavior until there is a reason to demonstrate it
    - **COGNITIVE MAPS** - maze made by Tolman where rats learned their way to the end goal (cognitive process)
- **ALBERT BANDURA** - BANDURA'S EXPERIMENT: children's aggressive behavior was influenced by whether the teacher was punished for her behavior. A teacher acted aggressively with the doll. Hitting, throwing, and even punching the doll while the children watched… the children then imitated what the teacher did
    - **OBSERVATIONAL LEARNING** - "monkey see monkey do", we learn by watching then imitating what they do or say; involves mirror neurons

COGNITIVE (Chapter 7)

- **MEMORY —** is a cognitive function that allows us to code, store, and recover information from the past
    - **EXPLICIT MEMORY** — are those we consciously try to remember and recall (e.g., if you are studying for your chemistry exam, the material you are learning will be part of your explicit memory)
        - **SEMANTIC** — is knowledge about words, concepts, and language-based knowledge and facts (Prior Knowledge)
        - **EPISODIC** — is information about events we have personally experienced (Ex: Life changing moments)
    - **IMPLICIT MEMORY** — (NONDECLARATIVE) memories that are not part of our consciousness. They are memories formed from behaviors
        - **PROCEDURAL** — it stores information about how to do things (how to brush your teeth, how to drive a car, how to swim, etc.)
    - **FLASHBULB MEMORY** — (EXPLICIT MEMORY: EPISODIC) is an exceptionally clear recollection of an important event
    - **THREE-BOX MODEL**

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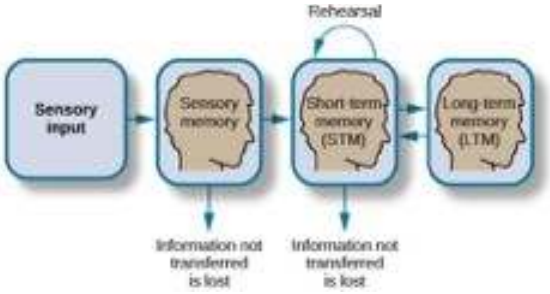

a. Info is detected by the sensory organs and enters the sensory memory
b. Info enters the short-term memory (STM), then transferred to long-term memory (LTM) only if that information is rehearsed/repeated.
- If maintenance rehearsal does not occur, then info is forgotten and lost from short-term memory through the processes of displacement or decay.

- **SENSORY MEMORY** — stimuli from the environment; storage of brief sensory events, such as sights, sounds, and tastes.
    - **RETRIEVAL** or getting the information out of memory and back into awareness
- **SHORT-TERM MEMORY** — a temporary storage system that processes incoming sensory memory; working memory; lasts about 20-30 seconds
  CAPACITY: limited
  DURATION: 20-30 seconds
    - **(WORKING MEMORY** can hold only a very small amount of information at any one time, working memory is the bottleneck that limits how much information you can get from the masses of information reaching your senses.)
        - **VISUOSPATIAL SKETCHPAD —** operates on mental pictures, this is the system that constructs and manipulates visual images.
        - **PHONOLOGICAL LOOP** — helps us remember verbal information
        - **EPISODIC BUFFER** — this theory is used to explain why memories can be experienced as a coordinated sequence of events rather than as discrete segments.
- **LONG-TERM MEMORY** — continuous storage of information; storage capacity is unlimited.
  CAPACITY: unlimited
  DURATION: unlimited
    - **COGNITIVE LOAD** -- refers to the total amount of mental activity imposed on working memory in an instant, interference/distractions add up to cognitive load by adding too much information than the working memory can process. *As a result of higher cognitive load, a stimulus is more difficult to pay attention to, rehearse and remember, making learning less effective
- **SELECTIVE ATTENTION** - is the process of focusing on one particular object in an environment for a certain period of time; allows us to tune out unimportant details and

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focus on what really matters

- **CONFABULATION (RECONSTRUCTION)** - a memory disturbance in which a person confuses imagined scenarios with actual memories with no intent to deceive; we tend to alter or modify our memories when we retrieve them
- **RECALL** - refers to retrieving memory without a cue
- **RECOGNITION-** involves a cue to retrieve memory.
    - **RETRIEVAL CUES** - these cues help spark memory in correlation to what information is needed.
- **MAINTENANCE REHEARSAL -** repetition of information to be remember
    - **SHALLOW PROCESSING** - memorization of information for a short-time
    - **ELABORATIVE** -- a technique in which you think about the meaning of the new information and its relation to knowledge already stored in your memory (e.g., you could remember that 520 is an area code for Arizona and the person you met is from Arizona)
      ** Best for “deep” processing during periods of study. If we want to remember a piece of information, we should think about it more deeply and link it to other information and memories to make it more meaningful.
        - **DEEP PROCESSING** - thinking that includes more effort
    - **CHUNKING** -- you organize information into manageable bits or chunks (e.g., trying to remember information like dates and phone)
    - **MNEMONIC DEVICES --** help us to remember and recall information (e.g., acronyms)
- **ENCODING FAILURE** - failure to process information to long term memory
- **AMYGDALA** - is involved in fear and fear memories.
- **HIPPOCAMPUS -** is associated with declarative and episodic memory as well as recognition memory.
- **CEREBELLUM** - processing procedural memories, such as how to play the piano.
- **PREFRONTAL CORTEX -** appears to be involved in remembering semantic tasks. (Basic Task we do in our daily life)

COGNITIVE (CHAPTER 8)

- **COGNITION** - is thinking, and it encompasses the processes associated with perception, knowledge
- **SYMBOLS** - symbols or internal images are used to represent objects, persons, and events that are not present (e.g., fictional characters or real people who demonstrate behaviors in books, movies, television shows, video games, or Internet sources)
- **CONCEPTS** - big ideas that are generated by observing details, and categorizing and combining these details into cognitive structures; to see the relationships among the different elements of your experiences and to keep the information in your mind organized and accessible
- **PROTOTYPES** - representation of a concept; a mental structure that reflects what is perceived to be a typical example of a category
- **PROPOSITION** - basic unit of meaning in a representation; the smallest statement that can be judged either true or false (e.g., the idea that the death penalty is a good way to

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stop crime)

- **SCHEMAS** - an outline of a plan or theory; the brain makes immediate assumptions about the person or object being observed (e.g., your schema for your friend might include information about her appearance, her behaviors, her personality, and her preferences.
    - **SEMANTIC NETWORKS** - (frame network) is a knowledge base that represents semantic relations between concepts in a network. This is often used as a form of knowledge representation
- **PROBLEM-SOLVING** - plan of action used to find a solution;
    - **HEURISTICS** - general problem-solving framework (e.g., an educated guess, an intuitive judgment, a guesstimate, stereotyping, profiling, or common sense)
    - **ALGORITHM** - problem-solving formula that provides you with step-by-step instructions used to achieve a desired outcome. (Has more than one "correct" solution because it breaks down problems step-by-step in order to accomplish an overall solution)
- **INTUITION** - the ability to understand something immediately, without the need for conscious reasoning
- **CREATIVITY** - the ability to generate, create, or discover new ideas, solutions, and possibilities
    - **DIVERGENT THINKING** - "thinking outside the box", allows an individual to arrive at unique, multiple solutions to a given problem
- **CONVERGENT THINKING** - the ability to provide a correct or well-established answer or solution to a problem
- **BRAINSTORMING** - to spontaneously produce ideas to solve a problem
    - **IMPROVISATION** - creating or performing something spontaneously or making something from whatever is available
- **ANCHORING** - you focus on one piece of information when making a decision or solving a problem. In this case, you're so focused on the amount of money you are willing to spend that you may not recognize what kinds of houses are available at that price point.
- **AVAILABILITY HEURISTIC** - you make a decision based on an example, information, or recent experience that is that readily available to you (e.g., People who read more case studies of successful businesses may judge the probability of running a successful business to be greater.)
- **HINDSIGHT BIAS** - leads you to believe that the event you just experienced was predictable, even though it really wasn't. In other words, you knew all along that things would turn out the way they did.
- **CONFIRMATION BIAS** - the tendency to focus on information that confirms your existing beliefs. For example, if you think that your professor is not very nice, you notice all of the instances of rude behavior exhibited by the professor while ignoring the countless pleasant interactions he is involved in on a daily basis. (Closed minded)
- **ANTEROGRADE AMNESIA** -- inability to create new memories after the event. Although you can remember information and events that happened. The hippocampus is usually affected. This suggests that damage to the brain has resulted in the inability to transfer information from short-term to long-term memory; that is, the inability to

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consolidate memories. (Example is the guy in Memento)

- **RETROGRADE AMNESIA** -- inability to recall past memories
- **DEMENTIA** -- is the name for a group of brain disorders that make it hard to remember, think clearly, make decisions, or even control your emotions

HUMAN DEVELOPMENT (Chapter 9)

- **NATURE** - biology/genetics
- **NURTURE** - culture/environment
- **STAGES OF DEVELOPMENT:**
    - **PRENATAL** - embryo to fetus
    - **INFANCY** - infants develop basic trust
    - **TODDLER** - (1-3 years old) cognitive, social, and emotional development; they learn that they can control their actions and act on the environment
    - **PRESCHOOL AGE** - (3-6 years old) capable of initiative activities and asserting control over their world through social interactions and play; initiative vs guilt
    - **ELEMENTARY SCHOOL STAGE** - (6-12 years old) Children begin to compare themselves to their peers to see how they measure up; industry vs inferiority
    - **PUBESCENCE** - blooming period
    - **ADOLESCENCE** - (12-18) developing a sense of self; identity vs role confusion
    - **EMERGING ADULTHOOD**
    - **YOUNG ADULTHOOD** - (20-40) ready to share our life with others; we must have a strong sense of self before developing intimate relationships with others; intimacy vs isolation
    - **MIDDLE ADULTHOOD** - (40s - mid 60s) generativity vs stagnation;
    - **LATE ADULTHOOD** (60s to death) - integrity vs despair; reflecting on life and either feel a sense of failure or a sense of satisfaction; focusing on “would have”, “should have”, or “could have”.
- **LIFESPAN DEVELOPMENT** - the full process of human development from conception to death
- **ERIKSON’S STAGE THEORY:**
    - **TRUST VS MISTRUST: *INFANCY***
        - **TRUST -** the basis of development; infants are dependent on caregivers
        - **MISTRUST** - infants develop a feel of mistrust to unresponsive caregivers;
    - **AUTONOMY VS SHAME/DOUBT: *TODDLER***
        - **AUTONOMY -** self-government or sense of independence; (e.g., a 2 year old who chooses what to wear and dresses her/himself)
        - **SHAME/DOUBT -** being denied of the opportunity to act on environment
    - **INITIATIVE VS GUILT: *PRESCHOOL STAGE***
        - **INITIATIVE** - learning to plan and achieve goals while interacting with others; develops self-confidence and a sense of purpose
        - **GUILT** - initiative misfiring/ failure to achieve initiative
    - **INDUSTRY VS INFERIORITY: *ELEMENTARY SCHOOL STAGE***
        - **INDUSTRY** - involvement in situations; sense of pride when

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accomplishing schoolworks, sports or social activities
        - **INFERIORITY** - feel of inadequacy when failing to accomplish things
    - **IDENTITY VS ROLE CONFUSION: *ADOLESCENCE***
        - **IDENTITY** - where adolescents try different things to see where they fit; remaining true to beliefs in other people's perspectives
        - **ROLE CONFUSION** - being pressured to conform to their parents' ideas for the future; weak sense of self, being unsure of own identity
    - **INTIMACY VS ISOLATION: *EARLY ADULTHOOD***
        - **INTIMACY** - sharing our lives with others
        - **ISOLATION** - not being able to develop a positive self-concept in adolescence and may experience a feeling of loneliness
    - **GENERATIVITY VS STAGNATION: *MIDDLE ADULTHOOD***
        - **GENERATIVITY** - finding your life's work; "making your mark" on the world
        - **STAGNATION** - having sense of unproductivity, or disconnection to the world
    - **INTEGRITY VS DESPAIR**: ***LATE ADULTHOOD***
        - **INTEGRITY** - people who feel proud of their accomplishments and can look back in their lives with a few regrets
        - **DESPAIR** - feelings as if life has been wasted
- **PIAGET'S STAGE THEORY** - focuses on a child's cognitive growth
    - **SENSORIMOTOR (0-2 y.o.) -** world experiences through senses/actions
        - **OBJECT PERMANENCE** - even if something is out of sight, it still exists
    - **PREOPERATIONAL (2-7 y.o.)** - use of words/symbols to represent things but lacks logical reasoning ("Before you operate"- use words and symbols before operating)
        - **CONSERVATION** - the idea that even if you change the appearance of something, it is still equal in size as long as nothing has been removed or added
        - **EGOCENTRISM** - A child at this stage thinks that everyone sees, thinks, and feels just as they do; An egocentric child is not able to infer the perspective of other people and instead attributes his own perspective.
    - **CONCRETE OPERATIONS -** (7-11 years old) - understand concrete events and analogies logically; perform arithmetic operations
    - **FORMAL OPERATIONS -** (11 to adulthood) - utilize abstract reasoning; Children in this stage can use abstract thinking to problem solve, look at alternative solutions, and test these solutions
- **HARLOW'S SURROGATE MONKEY STUDY:**
    - Harlow separated newborn monkeys from their mothers. Each monkey was presented with two surrogate mothers. One surrogate monkey was made out of wire mesh, and she could dispense milk. The other monkey was softer and made from cloth: This monkey did not dispense milk. Research shows that the monkeys preferred the soft, cuddly cloth monkey, even though she did not provide any nourishment. The baby monkeys spent their time clinging to the cloth

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monkey and only went to the wire monkey when they needed to be fed.
    - Harlow concluded that there was more to mother-child bond than nourishment. Feelings of comfort and security are the critical components to maternal-infant bonding, which leads to healthy psychosocial development.
- **THE STRANGE SITUATION (MARY AINSWORTH) -** a procedure used to evaluate attachment styles that exist between an infant and caregiver. In this scenario, caregivers bring their infants into a room filled with toys. The Strange Situation involves a number of phases, including a stranger coming into the room, the caregiver leaving the room, and the caregiver's return to the room. The infant's behavior is closely monitored at each phase, but it is the behavior of the infant upon being reunited with the caregiver that is most telling in terms of characterizing the infant's attachment style with the caregiver.
    - **SECURE ATTACHMENT** - healthiest attachment; the toddler prefers his parent than a stranger;
    - **INSECURE ATTACHMENT** - when a child develops a negative/unpredictable experience with a caregiver/stranger
        - **AVOIDANT ATTACHMENT** - child is unresponsive to parent, does not use parent as a secure base, and does not care if parent leaves
        - **RESISTANT ATTACHMENT** - (AMBIVALENT) child tends to show clingy behavior, but reject the attachment figure's attempt to interact with them
        - **DISORGANIZED ATTACHMENT** - child runs away from caregiver; usually seen on children who have been abused; abuse abrupts a child's ability to regulate emotions
- **BAUMRIND'S PARENTING STYLES:**
    - **AUTHORITARIAN** - the parent places high value on conformity and obedience, and parents showcase little warmth (**STRICT**)
    - **AUTHORITATIVE** - the parent gives expresses warmth and affection, and listens to the child's point of view; Parents set rules and explain the reasons behind them. They are also flexible and willing to make exceptions to the rules in certain cases. (ASIAN PARENTS)
    - **PERMISSIVE** - the kids run the show and anything goes; parents play the role of friend rather than parent. Children raised by permissive parents tend to lack self- discipline, and the permissive parenting style is negatively associated with grades (Movie Parents)
    - **UNINVOLVED** - parents are neglectful; The children raised in this parenting style are usually emotionally withdrawn, fearful, anxious, perform poorly in school, and are at an increased risk of substance abuse.

MOTIVATION & EMOTION (Chapter 10)

- **MOTIVATION** - wants or needs that direct behavior toward a goal
    - **INTRINSIC MOTIVATION** - performing something for personal satisfaction
    - **EXTRINSIC MOTIVATION** - performing something in order to receive a reward from others
        - **INCENTIVE** - It argues that people are more motivated to perform activities if they receive a reward afterward, rather than simply

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because they enjoy the activities themselves.

- **CLARK HULL** - suggested that all motivation arises as a result of biological needs
  - **DRIVE** - the state of tension or arousal caused by biological or physiological needs
  - **DRIVE-REDUCTION THEORY** - focuses on how motivation originates from biological needs or drives; maintenance of homeostasis
- **MASLOW'S HIERARCHY OF NEEDS -** so long as basic needs necessary for survival were met (e.g., food, water, shelter), higher-level needs (e.g., social needs) would begin to motivate behavior. One must satisfy lower-level needs before addressing those needs that occur higher in the pyramid.

- **SELF-ACTUALIZATION** - a process by which we reach our full-potential
- **COMPONENTS OF EMOTION:**
  - **PHYSIOLOGICAL** - (what we feel); associated with the emotional state
  - **BEHAVIORAL** - (what we do);
  - **COGNITIVE** - (what we think);
- **AMYGDALA** - biological basis for emotions, especially fear and anxiety; threatening stimuli
- **6 BASIC EMOTIONS**:
  - Happiness
  - Surprise
  - Sadness
  - Fright
  - Disgust
  - Anger
- **CULTURAL DISPLAY RULE** - our ability to recognize and produce facial expressions of emotion appears to be universal. There is some evidence that men and women may differ in regulation of emotions
- **FACIAL-FEEDBACK HYPOTHESIS** - suppression of facial expression of emotion lowered the intensity of some emotions experienced; forcing yourself to smile affects mood

STRESS AND COPING (Chapter 14)

- **STRESS** - a process whereby an individual perceives and responds to events that he appraises as overwhelming or threatening to his well-being
  - **DISTRESS** - (DYSPHORIA) bad kind of stress which it is no longer a positive force—it becomes excessive and debilitating; associated with erosions in performance and health
  - **EUSTRESS** - (EUPHORIA) a good kind of stress associated with positive feelings, optimal health, and performance
- **STRESSOR -** events and stimuli that causes us to experience psychological stress

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    - **ACUTE -** brief focal events that sometimes continue to be experienced as overwhelming well after the event has ended, such as falling on an icy sidewalk and breaking your leg
    - **CHRONIC** - events that persist over an extended period of time, such as caring for a parent with dementia, long-term unemployment, or imprisonment.
- **FRUSTRATION** - is experienced whenever the results (goals) you are expecting do not seem to fit the effort and action you are applying. This occurs whenever your actions are producing less and fewer results than you think they should.
    - **EXTERNAL** - may be unavoidable; situations which are outside a person like *physical obstacles* which a person experience which stops him/her to reach his/her goal.
    - **INTERNAL** - disappointment that get when we cannot have what we want as a result of personal real or imagined deficiencies
- **CONFLICT** - anytime you have opposing or incompatible actions, objectives, or ideas
    - **APPROACH-APPROACH** -(+,+) experiencing a desire for 2 attractive goals (win-win situation: choosing between 2 desserts or good options)
    - **APPROACH-AVOIDANCE** - (+,-) AMBIVALENCE (Emotional state); 1 goal/event that has both positive & negative aspects which can make it either appealing or unappealing (marriage, writing a book, taking on a new job/big responsibility)
    - **AVOIDANCE-AVOIDANCE** -(-,-) making a decision between two equally undesirable choices. A simple example of this could be making a decision between doing a homework assignment or doing housework.
- **RESILIENCE/HARDINESS** - to remain strong through stress; view threats as "challenges", to gain control of the situation
- **COPING** - mental and behavioral efforts that we use to deal with problems relating to stress, including its presumed cause and the unpleasant feelings and emotions it produces.
    - **PROBLEM-FOCUSED** - one attempts to manage or alter the problem that is causing one to experience stress (e.g., seeking out a tutor for help w/ a stressful exam)
    - **EMOTIONAL-FOCUSED** - efforts to change or reduce the negative emotions associated with stress (e.g., laughter/humor strategies)

- **LOCUS OF CONTROL** - our beliefs about the power we have over our lives
    - **INTERNAL** - most of our outcomes are the direct result of our efforts ("I am in control of my outcomes")
    - **EXTERNAL** - our outcomes are outside of our control ("outcomes are beyond my control; e.g., luck or fate)
- **OPTIMISM** - to pursue their goals in a positive way:
- **PESSIMISM** - the general tendency to expect negative outcomes. (Ex. Voltaire-Philosopher who hated positive views)
- **SELF-EFFICACY** - an individual's belief in her own capability to complete a task.

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